

**Bellsquarry Primary School
SCHOOL IMPROVEMENT PLAN
RECOVERY PHASE PLAN**

2020 / 2021



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures, including QI input February 2020
Cluster Improvement Priorities
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Continuation of Phased Implementation of 1140 hours ELC

National Factors

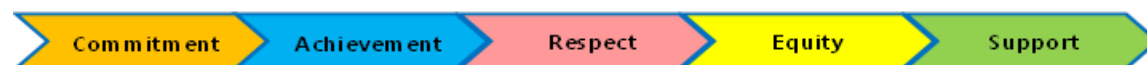
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
GTCS standards and professional update



Vision Statement

At Bellsquarry Primary School and Nursery Class we are committed to providing a safe, happy and nurturing environment for our children to learn and feel valued. We include others and each individual's uniqueness is celebrated. We endeavour to ensure our children develop life-long skills which are meaningful, relevant and enjoyable. We aspire for our children to be the best version of themselves and try their very best every day.

We promote our CARES Values:	Values Statement	Our Aims
Friendship & Kindness	Through friendship and kindness, Bellsquarry CARES.	<p><u>Learning and Teaching</u></p> <ul style="list-style-type: none">• To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences• To ensure that all learners can realise their potential through the promotion and recognition of achievement and excellence• To provide the highest quality of learning and teaching experiences that enables young people to enjoy their education and develop positive attitudes towards learning <p><u>Vision and Leadership</u></p> <ul style="list-style-type: none">• To ensure a clear direction for the school which is shared by and involves all stakeholders• To promote, encourage and provide opportunities for leadership at all levels• To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children <p><u>Partnership and People</u></p> <ul style="list-style-type: none">• To provide effective support systems for all learners which promote personal and social development and underpin academic achievement• To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community• To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society• To promote an ethos of self-evaluation for all, leading to whole school improvement <p><u>Culture and Ethos</u></p> <ul style="list-style-type: none">• To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported• To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff• To ensure that all learners experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others
Commitment	We are committed to trying our very best so that we can reach our goals.	
Achievement	We aim to share and celebrate our achievements in school and in our wider community.	
Respect	We all respect one another. Respect helps us to build trust, to feel safe and to express ourselves.	
Equity	We aim to make sure everyone receives what they need to be successful.	
Support	In our school family we all support each other to be the best that we can be.	





Bellsquarry Primary School Curriculum Rationale



Responsible Citizens

Effective Contributors

Successful Learners

Confident Individuals

Opportunities for Personal Achievement

We recognise our pupil achievements through weekly virtual assemblies, our recognition boards in classrooms, our rewards systems and house points. We share learning and achievements through twitter.

In P1-3 we enjoy sharing the achievements in home learning and beyond through Online Learning Journals.

In P4-7 pupils have Microsoft Teams where they can share their learning and achievements online too.

Interdisciplinary Learning

High quality learning happens when:
 Children lead their own learning
 Children can make links between prior learning and new learning
 Children are actively involved in the planning of their learning
 Opportunities are given to work both independently and collaboratively.
 Children are engaged in purposeful learning
 Learning is experiential and active
 We use the natural environment and outdoors as much as possible.

The wellbeing of children and their rights are at the heart of everything we do

Ethos and life of the school

Pupil voice is an integral part of our school through pupil leadership. These opportunities although different during the current restrictions are being carried out in creative ways.

We work in partnership with:

- Pupils
- Staff
- Parents and Carers
- Community
- Cluster Schools
- Partner Agencies
- Chaplaincy Team

To enhance learning and to build up our whole school community. We are having to work in new and different ways, embracing virtual learning methods to do this.

Curriculum Areas and Subjects

Links are made across the curriculum:

- Health and Wellbeing
- Literacy and English
- Numeracy & Mathematics
- Sciences
- Social Studies
- Technologies
- Expressive Arts
- Religious and Moral Education

Our curriculum takes account of the 7 key principles of Curriculum Design:

- Challenge & Enjoyment
- Breadth
- Progression
- Personalisation & Choice
- Coherence
- Relevance

Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

Background

Bellsquarry Primary School is a non-denominational school and serves the area of Bellsquarry and Murieston in Livingston. Bellsquarry is one of the least deprived schools in West Lothian and is ranked 63/67 (most to least deprived). The school is organised into 8 classes including a nursery class which provides a range of Early Learning and Childcare options for 3-5 year olds. The Head Teacher who was appointed in January 2015 has been seconded and an Acting Head Teacher has been in post since January 2020. The school also benefits from a Principal Teacher who was appointed in August 2017. The school is part of the James Young High School cluster and has excellent relationships with the schools in the cluster. Children, staff and stakeholders feel valued and respected. Following lockdown restrictions and a period of school closure last session, children's mental wellbeing remains top priority to ensure the children remain happy, able, confident, compassionate and eager to learn. Our pupils have a strong voice and contribute positively to bring about and influence change and improvements in the school. Ongoing improvements based on rigorous self-evaluation ensure that our children continue to make progress in their learning. Bellsquarry has a strong ethos of promoting the wider achievement of learners and celebrating success. The school benefits from a supportive and proactive parent body who enthusiastically contribute to improving the life and work of the school.

The school engaged in a Validated Self Evaluation in October 2019. The team found the following strengths in the school's work: -

- The learning environment is built on positive relationships. Most learners are engaged and eager to learn. In the upper stages, learners are highly motivated through appropriately challenging activities which are well matched to their needs and interests.
- Most staff provide clear and helpful explanations and instructions. In the best examples, higher order questioning enhances learners' ability to talk with confidence about their learning. Learners at all stages are beginning to use self and peer assessment to extend their own learning and that of others.
- The staff team work collegiately to develop teaching approaches to secure improved outcomes for learners.
- Almost all learners attain nationally expected levels in literacy and numeracy, with many exceeding these levels.
- Performance data shows improvement in attainment over time in all areas of literacy and numeracy. Almost all learners make good progress from prior levels of attainment. Staff use a range of assessments to inform their professional judgement, and tracking systems are in place to ensure senior leaders and staff identify pupils who require specific interventions and support.
- The quality of learning experiences in the nursery setting, both indoors and outdoors, offers rich opportunities for children to develop their curiosity and creativity within nurturing and motivating environments. Staff are highly responsive to children's interests and needs, and interactions challenge and support children appropriately.

Data

Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations with some achieving beyond national expectations. By track 3 over 90% of our learners in P1 achieved early level in almost all areas of literacy and numeracy by the end of Primary 1. Over 90% of our learners in P4 achieved first level by the end of Primary 4 in all areas of literacy and numeracy. Over 90% of our learners in P7 achieved second level by the end of Primary 7 in all areas of literacy and numeracy. We have identified a need to embed strategies to support social and emotional wellbeing in light of the global pandemic and following the recent school closure. We have also identified a need to ensure appropriate pace and challenge in learning for some of our learners, particularly in reading. In addition, we have identified the need for some interventions to mitigate any learning loss as a result of the school closure period, particularly within the first level. As a cluster we have identified the need to revisit numeracy strategies to target attainment. We will be aiming to develop the use of digital technology to enhance learning through a clear strategic approach which supports the development of skills and confidence of learners.

Bellsquarry Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>All learners are able to confidently self-report on their wellbeing to enable us to plan and tailor supports and interventions.</p> <p>All learners will be supported through consistent approaches across the whole school to support children with their emotions and positive relationships.</p>	<ul style="list-style-type: none"> • Analysis of wellbeing indicators as well as input from parents used as a baseline in order to plan interventions and next steps. • Health and wellbeing champion will lead the HWB School Improvement Action Plan group. • Develop Whole School HWB strategy based on West Lothian Recovery Plan • Chosen One Trusted Adult for all pupils. • Information gathered from self-reporting to allow staff to analyse data, identify required interventions including One Trusted Adult conversations and use of data to identify key areas for recovery planning and interventions where necessary. • Refresh of Positive Relationships Policy in light of changes to procedures following global pandemic. • Introduction of playground games leaders to provide pupil leadership roles and improve social and emotional wellbeing through structured cooperative games. 	<p>May 2021</p>	<p>Children will be able to assess their own health and wellbeing more accurately using the West Lothian self-reporting tool.</p> <p>Positive feedback from parents/carers on approaches used to improve wellbeing.</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Learners will be supported and challenged to ensure they attain expected levels of literacy and numeracy.</p> <p>Learners will be more aware of how they can improve through target setting and feedback processes, particularly in reading.</p> <p>All staff will have increased confidence in the process of moderation and achievement of a level, ensuring consistency of professional judgement within the school and across the cluster.</p>	<p>Implement Literacy Action Plan including:</p> <ul style="list-style-type: none"> • Introduction of VH & CC from Primary 1 – use of baseline data to ensure progression and challenge at an appropriate pace. • Develop use of colourful consonants and vowel house to blend sounds to read and write in the early years. • Providing training on reciprocal reading • Teachers will develop a consistent progressive approach to the teaching of reciprocal reading skills across the school. • Working towards Scottish Book Trust reading school accreditation. • Develop the use of digital technologies to support literacy interventions as a result of identification of gaps in learning. • Embed use of WL Genre Targets & PM writing resource. <p>Implement Numeracy Action Plan including:</p> <ul style="list-style-type: none"> • New progression pathways for numeracy and mathematics to ensure consistency, progression and challenge. • Numeracy lead in school to carry out a numeracy audit with working group to identify training needs, implementation of concrete, pictorial and abstract as well as number talks methods to ensure children can understand the processes and talk about the strategies used. • Individual teacher PRD targets focused on pedagogical practice using data from their own stage/class to identify priorities for improvement in learning and teaching processes • Moderation planned based on priorities identified from the Cluster data analysis. • Ongoing tracking and monitoring of progress to determine impact of interventions and plan for further adaptations to teaching, learning and assessment. • Tailored and targeted pupil support time to improve outcomes for our least advantaged children as well as those who have specific barriers to learning. • Targeted reading interventions for identified pupil groups, particularly at first level. 	<p>June 2021</p>	<p>Excellence and Equity meetings will highlight impact of actions.</p> <p>Learner conversations.</p> <p>Reading assessments carried out to measure improvement in reading skills.</p> <p>Children will be better able to blend and segment words using phonics.</p> <p>Tracking and monitoring of attainment.</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Identified learners will be supported to close attainment gaps in literacy and numeracy created over lockdown period.</p>	<p>Implement Literacy Action Plan including:</p> <ul style="list-style-type: none"> • Introduction of VH & CC from Primary 1 – use of baseline data to ensure progression and challenge at an appropriate pace. • Develop use of colourful consonants and vowel house to blend sounds to read and write in the early years. • Providing training on reciprocal reading • Teachers will develop a consistent progressive approach to the teaching of reciprocal reading skills across the school. • Working towards Scottish Book Trust reading school accreditation. • Develop the use of digital technologies to support literacy interventions as a result of identification of gaps in learning. • Embed use of WL Genre Targets & PM writing resource. <p>Implement Numeracy Action Plan including:</p> <ul style="list-style-type: none"> • New progression pathways for numeracy and mathematics to ensure consistency, progression and challenge. • Numeracy lead in school to carry out a numeracy audit with working group to identify training needs, implementation of concrete, pictorial and abstract as well as number talks methods to ensure children can understand the processes and talk about the strategies used. • Individual teacher PRD targets focused on pedagogical practice using data from their own stage/class to identify priorities for improvement in learning and teaching processes • Moderation planned based on priorities identified from the Cluster data analysis. • Ongoing tracking and monitoring of progress to determine impact of interventions and plan for further adaptations to teaching, learning and assessment. • Tailored and targeted pupil support time to improve outcomes for our least advantaged children as well as those who have specific barriers to learning. • Targeted reading interventions for identified pupil groups, particularly at first level. 	<p>June 2021</p>	<p>Baseline assessment scores will improve following interventions.</p> <p>Observations in learning and learner conversations.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Learners will improve ability to transfer and apply learning in different contexts.</p>	<ul style="list-style-type: none"> • Introduction of pupil challenges with a focus on perseverance and resilience. • To develop digital skills throughout the school through CLPL, School based Digital Learning Coordinator and engagement with Digital Skills Lead within the cluster. • Focus on skills for learning, life and work within Interdisciplinary Learning (IDL) planning to improve learner agency • Pupil Leadership opportunities to be developed and adapted in light of pandemic. 	<p>June 2021</p>	<p>Evident in planning.</p> <p>Learners will be more able to link prior learning to new learning contexts.</p>